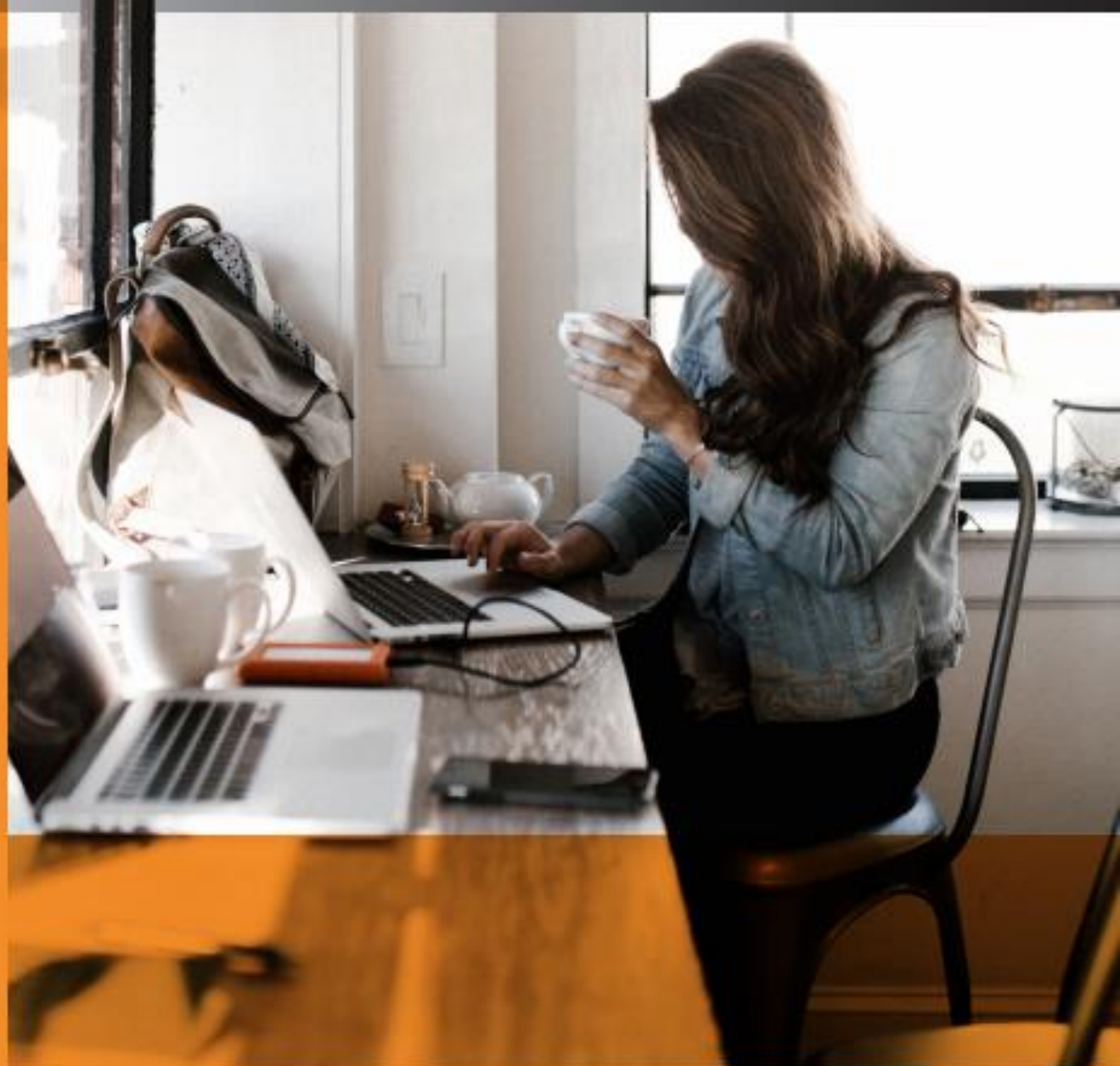


Tavistock and Portman Annual Student Survey 2018-19 OVERVIEW REPORT



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The logo for 'Innovation in mind' features the text 'Innovation in mind' in a clean, sans-serif font, with a simple white smiley face icon below it.

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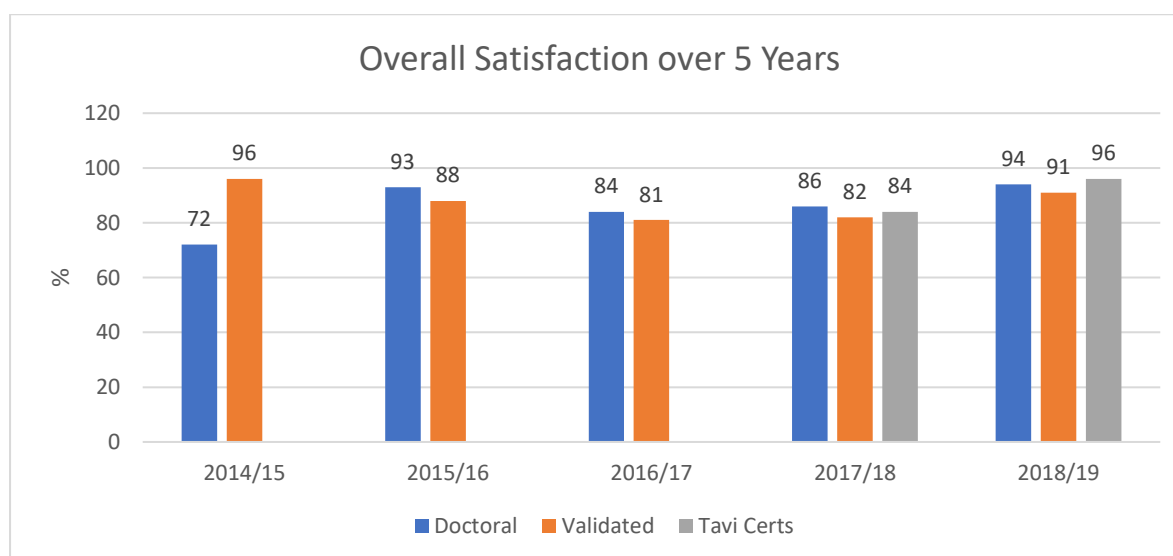
Analysis and report by Rebecca Bouckley,
Senior Quality Officer

1. Executive Summary

1.1 Highlights

Over a 5-year period, overall satisfaction has retained relative stability. There was a dip in 2016/17 and 2017/18 but has picked back up to 92% overall in the 2018/19 academic year.

Figure 1: Overall Satisfaction of 5 years by type of delivery



Qualitative comments in response to the question ‘Please comment on one thing that has been the most enjoyable or interesting on your course’:

Impossible to choose just one thing! Meeting like minded people, having ideas challenged, learning and understanding more about working with children, feeling more competent in my work, discovering new ideas...

1.2 Best performing sections

- Learning and Teaching: 95% (84% last year)
- Library Resources: 90% (82% last year)
- Professional Doc; thesis research and supervision: 85% (77% last year)
- Professional Doctorates (general): 82% (67% last year)
- Ethics: 82% (72% last year)
- Assessment and Marking: 80% (75% last year)

1.3 Sections for further consideration:

The sections which will be focussed on in section 5 of this report broadly fall into the following areas:

Student Experience (encompassing Communication; Organisation and Management; and Engagement)

This area is already identified for review. A project proposal was approved by Executive Training Committee in September 2019, to be led by the new Operations Director.

- Timetabling and room scheduling: 54%
- IT & Moodle Resources: 73% (In particular, Moodle: 68%)
- Organisation and Management: 73% (in particular, communication: 70%)
- *My Institution values and responds to my feedback* (62% (53% last year))

Student support

A significant body of work was carried out over the preceding year in relation to supporting Disabled Students, which is in the process of bedding down. The wider support network for students needs to be considered in the context of student support

- Student Support & Wellbeing: 62% (This is broken down into Student Wellbeing: 75%; English Language support: 40% ; and Disabled student support: 48%).
- Masters Dissertation: 72% (In particular, dissertation support: 60%)
- Advice and guidance for placements (65%)
- Support on placements (73% (64% last year))
- I am encouraged to discuss my future career development/options (59%)

Other outliers

- I have progressed in my career as a result of attending training here (59%)
- Wider research community (doctorates) (51% (40% last year))

Equality, Diversity and Inclusion

This is touched upon under Student Support, but there will be a separate report into this section of the survey.

1.4 Summary of Recommendations

Recommendation 1: Reduce the length of the survey

Recommendation 2: Identify areas of good practice in Organisation and Management, and Communication, to implement across the Trust as part of the Learning and Teaching Student Experience workstream and the communications project.

Recommendation 3: Find areas of good practice in Student Support (such as the library) to look at ways of incorporating this into the rest of the Trust.

Recommendation 4: Set up groups (akin to BAME and LGBTQ+ groups) for Disabled students, those on placements, and international students. Ensure that the skills training in the library is highlighted to those who are second-language-English speakers and those who are coming into Higher Education (HE) for the first time or after a long time out of HE.

Recommendation 5: Review or remove the question '*I have progressed in my career as a result of attending training here*' in the 2019/20 survey.

Recommendation 6: The Learning and Teaching Working Group for Research should continue their work on improving the research culture for doctoral students at the Trust (across all sites of delivery).

2. Introduction

2.1 Background

The Trust has run an annual internal survey in various forms since 2004. For this academic year (2018/19), the questions were largely based on the Postgraduate Taught Experience Survey (PTES) and the Postgraduate Research Experience Survey (PRES), both run nationally by Advance HE (formerly Higher Education Academy), to enable national benchmarking. In order to capture the unique nature of the Trust’s programmes and their integral link to NHS clinical training, additional questions were included.

There is potentially a national postgraduate student survey, akin to the National Student Survey (NSS) being rolled out for all institutions registered with OfS, which is currently in consultation. The themes and content areas of the proposed survey were also considered as part of the consultation on the questions, a separate section on Information which draws together existing questions has been identified.

2.2 Survey questions

The full survey questions may be found in Appendix 1

Although there were minimal changes to the questions asked in the previous survey published in the 2017-18 academic year, to allow for analysis of trends, there have been some additional questions with new sections added; and some questions have been moved to different sections or had branching added.

Figure 2: student Survey sections 2018-19

Section	Number of questions	Type of questions
Equalities (Ethos) [NEW]	4	
Equalities (Harassment & Bullying) [NEW]	5	
Equalities (Protected Characteristics) [NEW]	6	
Room Timetabling [NEW]	3	
Learning and Teaching	5	Branching questions
Engagement	5	
Assessment and Feedback	4	Branching questions
Information [NEW]	3	
Knowledge Transfer and Employability	4	
Resources and Services	5	
Support Services: Disabilities	2	Branching questions
Support Services: English Language	1	Branching questions

Student Support and Wellbeing: All students	2	Branching questions
Dissertations	4	Branching questions
Organisation and Management	5	
Professional Doctorates	9	Branching questions
Prof Docs: Thesis, Research & Supervision	12	Branching questions
Ethical Approval	3	Branching questions
Placements	2	Branching questions
Observations	2	Branching questions
Overall Satisfaction	4	
Reasons for survey completion	1	

- 2.2.3 As depicted in the table above, most of the categories have branching questions so that students who have not experienced that aspect of the learning experience (for example placements) will not be asked questions relating to it.
- 2.2.4 Most questions are in the form of a statement, and students are asked to tick 'definitely agree', 'mostly agree', 'neither agree nor disagree', 'mostly disagree', 'definitely disagree', and 'not applicable' in response to each statement (the Likert scale). In addition, students were asked optional qualitative comments and a number of multiple-choice questions (for example, their course title).
- 2.2.5 Apart from the branching questions and qualitative comments, all questions were compulsory.

2.3 Analysis Methodology

- 2.3.1 In line with standard practice (National Student Survey, PTES and PRES), 'definitely agree' and 'mostly agree' responses are combined to calculate an overall positive (or 'agree') response to each statement. These calculations remove any non-responders and N/A answers.
- 2.3.2 In line with the previous year, partial responses which were completed up to the end of the Engagement section were included in the quantitative analysis. Qualitative data from these responses are not included as the students did not formally submit the survey.

3. Response Rate and Distribution

3.1 Response Rate

Figure 3: Response Rates over 5 years, Tavistock & Portman Surveys

2013/14	2014/15		2015/16	2016/17	2017/18	2018/19
Internal Survey	Postgraduate Research Experience Survey	Internal Survey	Internal Survey	Internal Survey	Internal Survey	Internal Survey
Hard copy	Online	Hard copy	Online	Online	Online	Online
59%	53%	57%	26%	49%	59%	63%

3.1.1 Factors which are likely to adversely affect the response rate are the length of the survey and the timing of the survey, being over the assessment submission period. Due to the design of the courses, assessments all tend to be due at the same time in the Summer Term. In order to get the best feedback, the survey must also fall in the summer term to enable students to comment on their entire year.

3.1.2 Both anecdotal evidence, and written comments in the report support the fact that the survey is too long. In the NSS survey, there are 23 core questions and then a number of additional questions which are chosen by the institution.

Qualitative comment from the student survey:

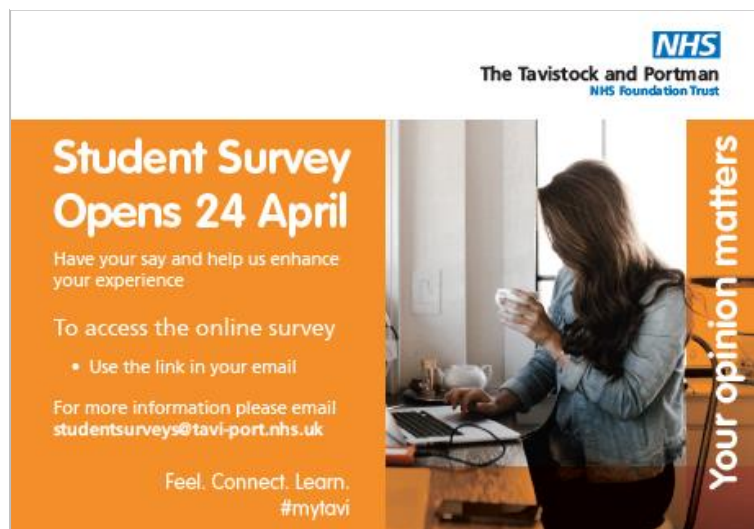
When will this survey end? Too long but will try and stay with it!?

3.1.2.1 The Tavistock survey has 10 core sections (Equalities, Learning & Teaching, Engagement, Assessment & Feedback, Information, Career, Resources & Services, Support & Wellbeing, Organisation & Management, and Overall Satisfaction). There are also several sections that only apply to certain groups of students and therefore only some students are asked questions in these sections: Room Timetabling, Masters Dissertation, Disability and English Language Support, Professional Doctorates (2 sections), Ethical Approval, Placements and Observations.

Recommendation 1: Reduce the length of the survey.

3.2 Marketing

Figure 4: Example of Collateral from Student Survey Marketing Campaign (Postcard)



3.2.1 A communication strategy was put in place as part of the survey planning. The following was put in place:

- Banners and Posters were put up around the building and provided electronically to national centres;
- Postcards put out in the Academic Hub, Café, Library and common rooms
- Weekly emails targeted at those students who had not completed the survey
- E-mail footers sent to all DET staff to add to their signatures
- Course packs were created with guidance for course leads on increasing response rates, a copy of the survey and postcards to hand out in classes
- A prize draw was also set up for students who completed the survey – for one of five £25 Amazon vouchers. Winners were drawn out of a tub by the Dean of Postgraduate Studies on the 10/09/2019 and vouchers emailed to winners.

3.3 Distribution

3.3.1 The survey ran for 10 weeks from the 24 April 2019 to the 5th July 2019. It was distributed online via *Smart Survey*. The survey was moved from *Survey Monkey* as *Smart Survey* was GDPR compliant and enabled tracking and targeted email campaigns meaning that solely students who had not completed the survey could be targeted.

- 3.3.2 All students who were on Tavistock Certificate courses (of at least one year in duration), and all validated course provision were invited to complete the survey. Students were invited to complete one survey for each course they were on.

4. Overall Satisfaction Analysis

4.1 Overall satisfaction

Qualitative comments in response to the question 'Please comment on one thing that has been the most enjoyable or interesting on your course':

Inclusive, positive and calming environment that stimulates reflection

Everything has been useful and interesting but the infant observation has been a unique experience that has taught me a great deal

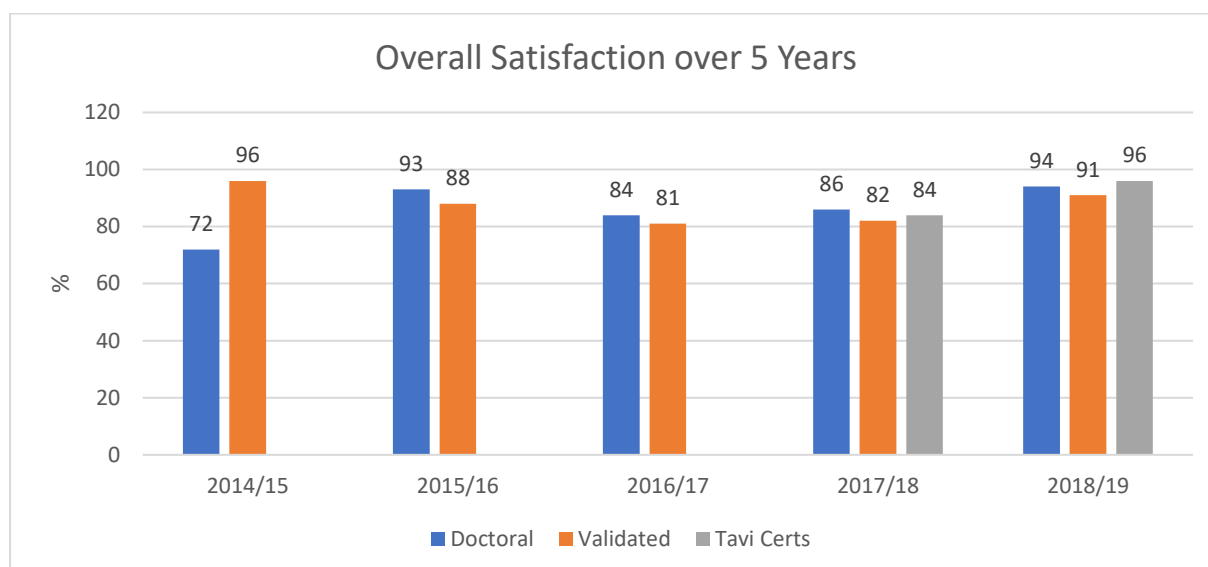
The quality of the teaching is in all respects outstanding.

Very happy with the quality of teaching and resources at the Tavi. It is outstanding.

Provoking, interesting, integrated, just a fantastic experience.

- 4.1.1 In line with national surveys, the overall satisfaction is based on the 'agree' responses to the statement 'Overall, I am satisfied with the quality of the course' This question has remained consistent across previous Taught Postgraduate surveys and so direct comparison can be taken.
- 4.1.2 The headline overall satisfaction score of 92% breaks down into 94% for doctoral (research) students, 91% for level 6 and 7 (taught) students on validated programmes, and 96% for Tavistock Certificate courses (non-validated). Even though Doctoral and Tavistock Certificates achieve 94% and 96% respectively, because there are fewer students on these courses the overall satisfaction across all courses is 92%.
- 4.1.3 The satisfaction scores show a significant increase in comparison with last year. This is against a higher rate of participation compared to the previous year. It could be surmised that a higher response rate equals a higher satisfaction rate – the hypothesis being that content students are the least likely to complete the survey. It is true that in the first week of the survey, overall satisfaction was at 89%. However, the rate of satisfaction remained relatively stable in the low 90's in the last three weeks of the survey. In addition, in 2015/16 when the survey experienced a significant drop in response rate (26%) due to becoming solely online for the first time, the overall satisfaction for that year are still broadly in line with previous years.

Figure 5: Overall Satisfaction over 5 Years



4.1.4 The satisfaction rates over 5 years remain relatively stable – with a dip in 2016/17 and 2017/18. The other interesting thing to note is that the satisfaction across the different types of delivery (Tavistock certificates, validated and professional doctorates) are roughly consistent with one another. Doctoral students consistently display slightly higher satisfaction, apart from 2014/15 when doctoral students experienced significant issues regarding registration requirements and completion timelines. However, this is not statistically significant due to the difference in sample size between doctoral students and students across all courses.

4.1.5 For comparison with the wider sector, the Postgraduate Taught Experience Survey (PTES) gave 80% satisfaction, published October 2018, and the Postgraduate Research Experience Survey (PRES) gave 80% satisfaction, published October 2018. The National Student Survey (NSS) satisfaction (England) is 85% for part-time students.

4.2 Satisfaction by Section

4.2.1 Satisfaction by section is calculated by taking the mean average of all the responses which are on the Likert scale within each section (for example, the average of all responses to learning and teaching questions) (Figure 6).

4.2.2 The average of all the sections together is 78%. We can therefore take a general figure of 75% as a way of internally benchmarking performance across the sections of the survey.

4.2.2 Compared to the national benchmarks for these sections, the Trust performs well (Figure 7). This is using the latest dataset from the Postgraduate Taught Experience Survey (PTES).

4.2.2.1 In Learning and Teaching, the Trust performs significantly better (95% vs 82%), and in Assessment moderately better (80% vs 74%). Engagement, Organisation and Management, Resources and Services, and Information, are all the same as the sector averages or within a 3% tolerance. The dissertation section falls below the sector average at 72% vs 79%.

4.2.2.2 In the Dissertation section, there is one question statement which pulls the average for that section down. This question is:

I am happy with the support I have received for planning my dissertation from academic staff (topic selection, project outline, literature search etc)

The satisfaction to this statement is 60%. Without it, the average for this section would be 76% which would be within the 3% tolerance margin when compared with the national benchmark, and would also be above the internal Trust benchmark of 75%. This question/statement is being reviewed in more detail under [Section 5 this report](#).

Figure 6: Changing Satisfaction over 3 Years by Section

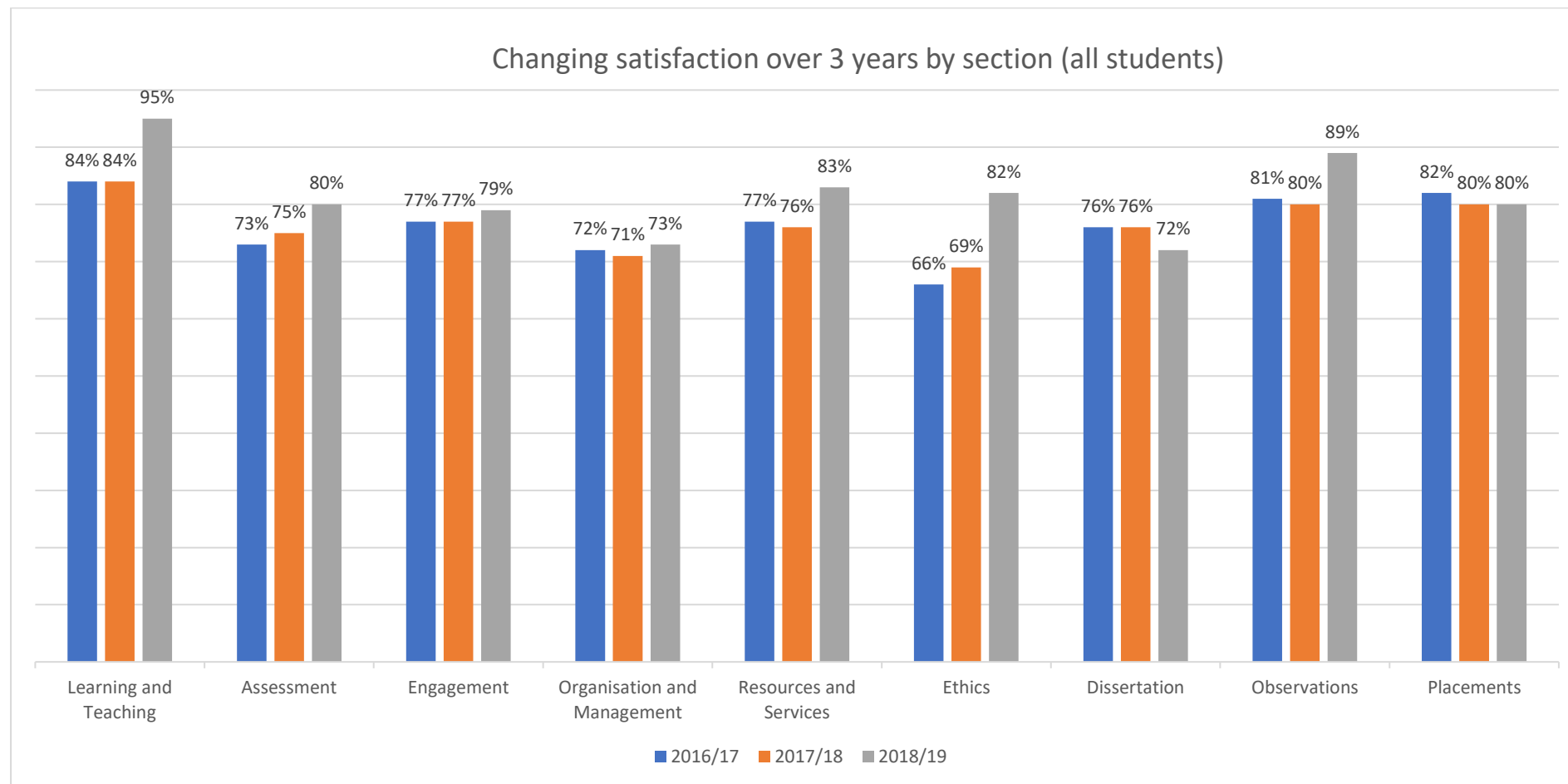
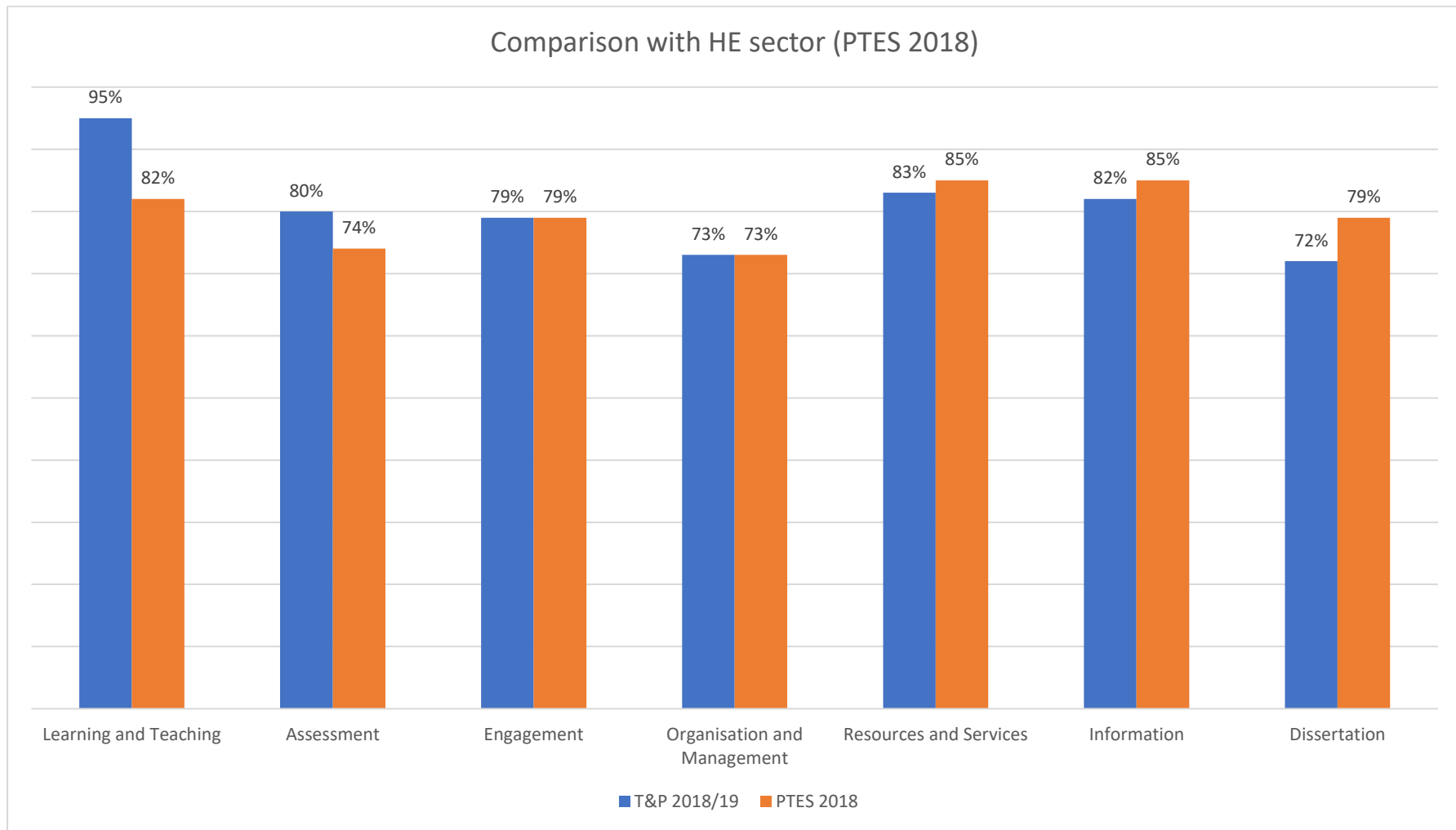
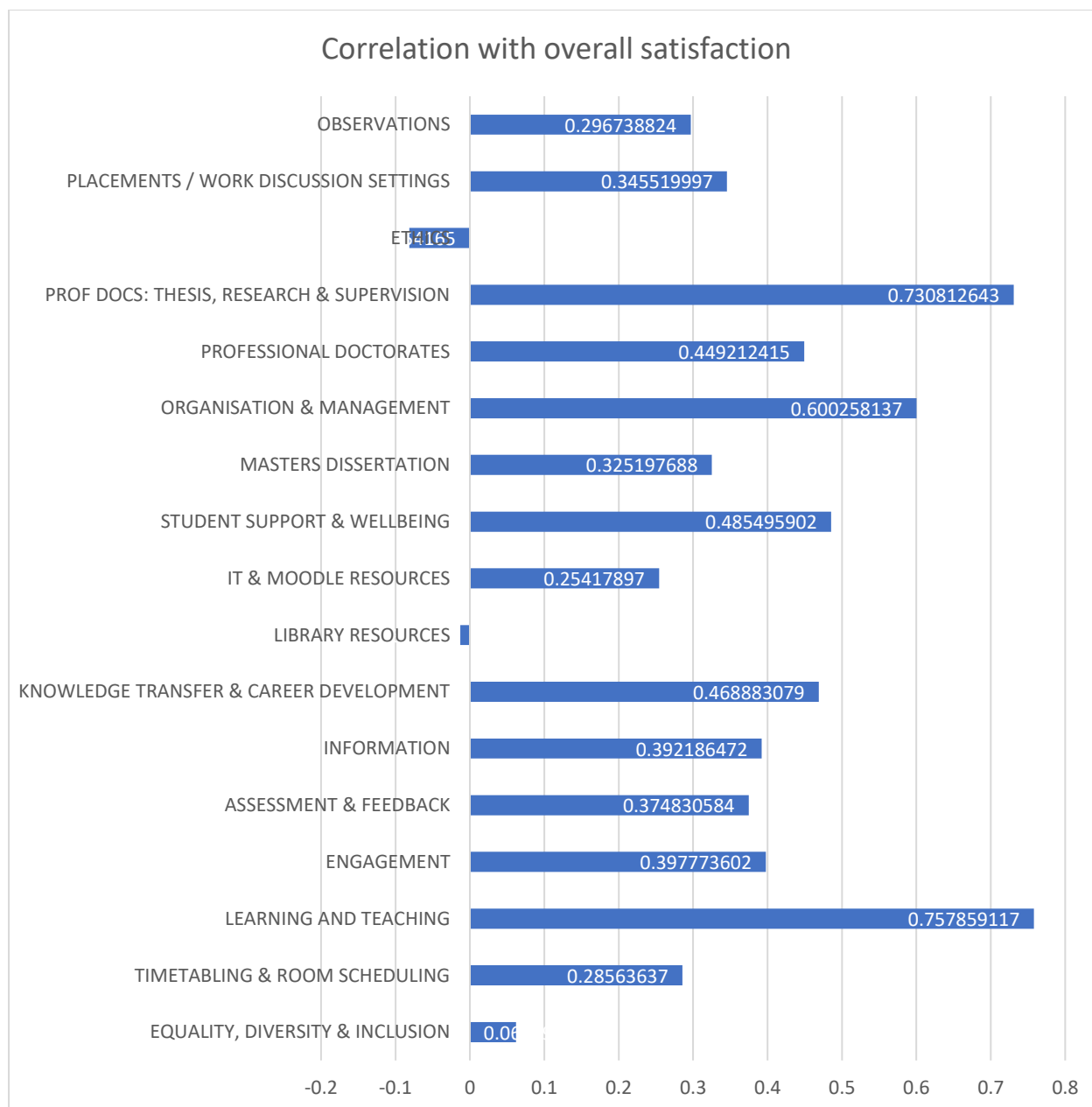


Figure 7: Comparison Between PTES (2018) Sections and T&P (2019) Sections



4.2.3 It is also worth comparing satisfaction by section and overall satisfaction, to see which sections have the biggest influence on overall satisfaction. This correlation scale is from 0 (no correlation) to 1 (perfect correlation):

Figure 8: Correlation Between Overall Satisfaction and Each Section



Anything below 0.3 is a weak correlation, and above 0.7 is a strong correlation. There are many flaws with correlations and they should not be taken too literally as the picture is a lot more complex than this allows, but it gives some indication of the areas which matter most to students, which are:

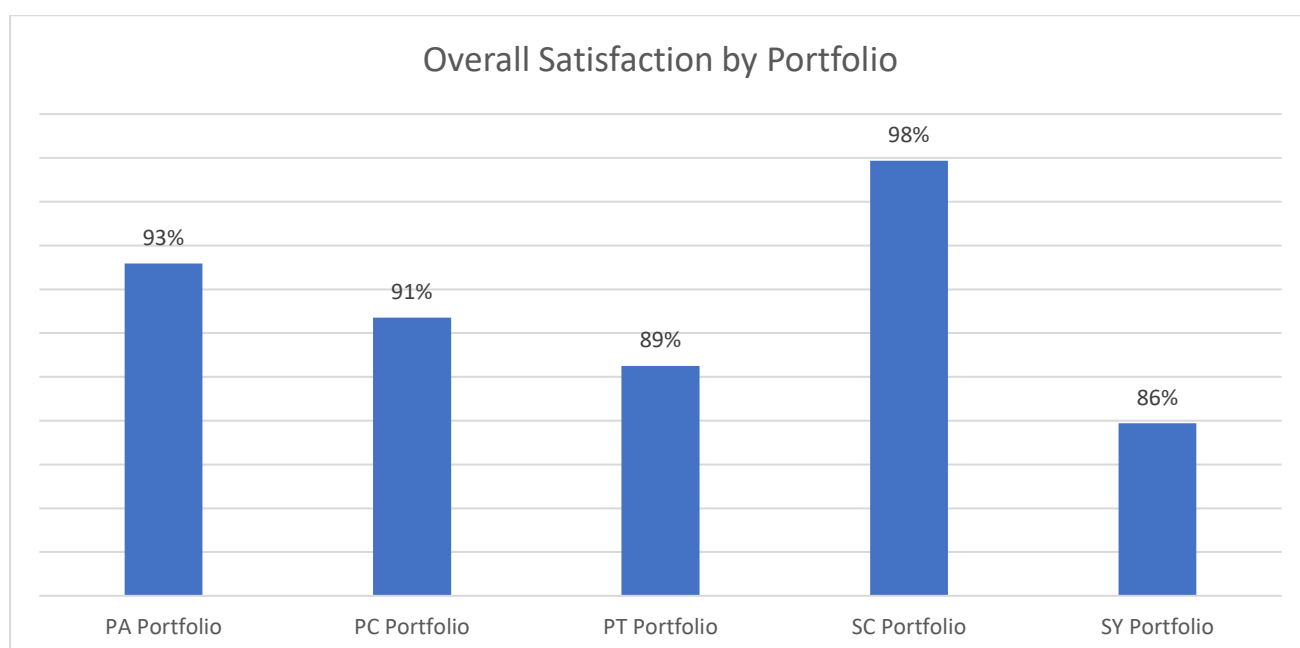
- 1) Learning and Teaching (0.75);
- 2) Organisation and Management (0.6);

- 3) Student Support and Wellbeing (0.48);
- 4) Knowledge Transfer and Career Development (0.47);
- 5) Engagement (0.4);
- 6) Information (0.39); and
- 7) Assessment and Feedback (0.37).

4.3 Satisfaction by Portfolio

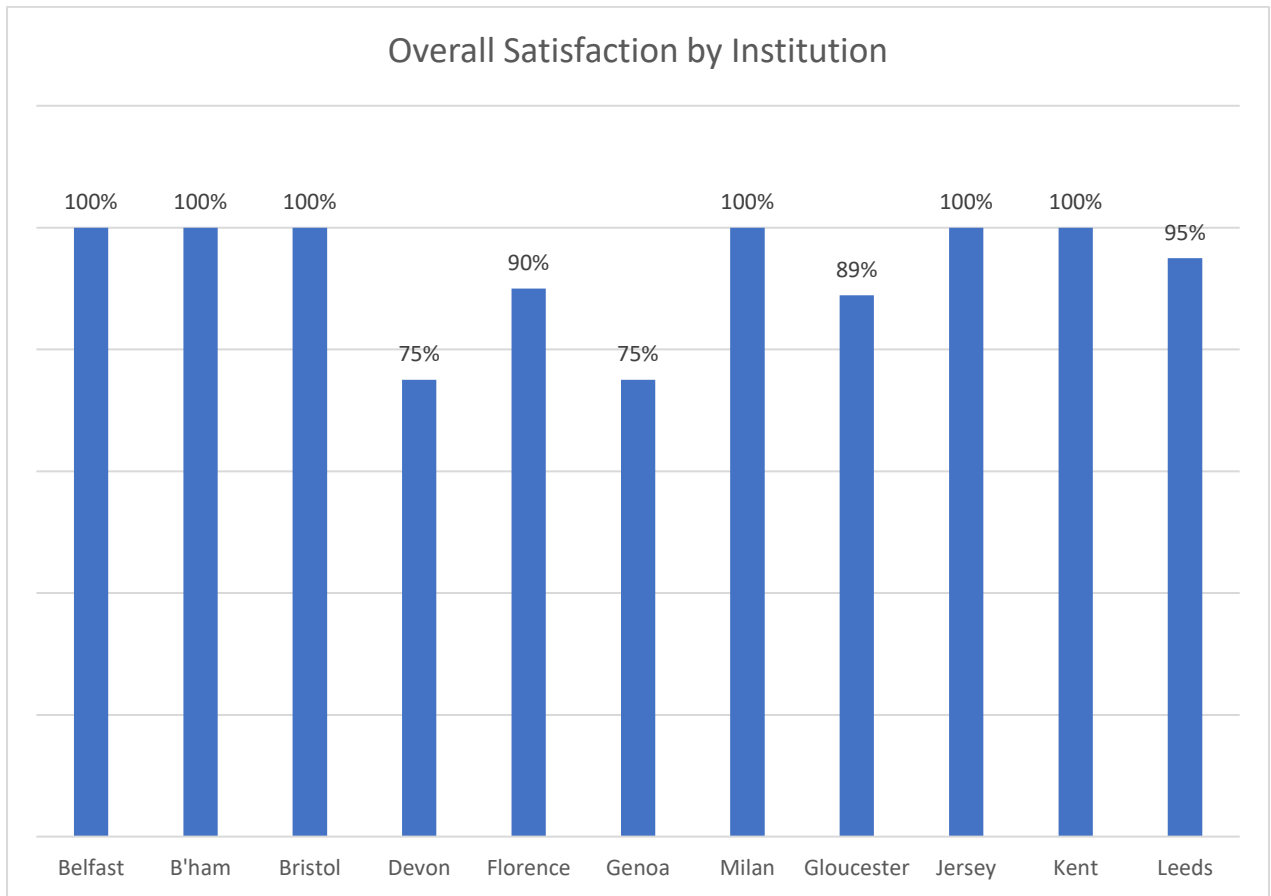
4.3.1 Across the portfolios, satisfaction is broadly similar across Psychoanalytic Applied, Psychoanalytic Clinical and Psychological Therapies, with the most significant difference being between the Social Care portfolio scoring a significantly higher satisfaction of 98% than the average of 92%; and the Systemic Portfolio at 86% falling short by the same margin. Course level statistics are reviewed in section 5 of this report.

Figure 9: 2018/19 Survey Overall Satisfaction by Portfolio



4.4 By Institution

4.1.1 The below chart shows the overall satisfaction rates by Centre of delivery. However, because the number of returns (and indeed the number of students studying at these centres) is much lower than that of the Trust it is difficult to reach robust conclusions based on this data.



5. In focus

5.1 Introduction

5.1.1 In this section, areas of the survey that have performed lower than the Trust average of 75% have been pulled out into themes for consideration. They broadly fall under the two themes of Student Experience and Student Support, with a few outliers.

5.2 Student Experience

Qualitative comment in response to the question ‘Please comment on one thing that has been the most enjoyable or interesting on your course’. This is representative of many students’ views:

The teaching and the discussion has been excellent, as has the supervision. The administrative and communication has been very challenging as a course, and has impacted on the experience and student feelings, but I would still have chosen to do this course

5.2.1 As noted in 4.2.3, Organisation and management has the second strongest correlation with overall satisfaction (after Learning and Teaching) – meaning that this is likely to be one of the biggest influencing factors on students’ overall satisfaction.

5.2.2 Organisation and Management, and particularly Communication, is an area that has been under increasing scrutiny over the last few years within the Trust. This is in response to both the Student Survey and from other arenas for student feedback such as the Dean’s Student Forum. As a result of this student feedback, the Trust is setting up a group led by the new Operations Director (DET) to tackle communication and look for ways of improving communication across the piece.

5.2.3 The following questions, or sections of the survey, are performing below the Trust’s average benchmark of 75%:

- The timetabling and room scheduling section (54%)
- The question *Moodle and other learning technologies are used well by tutors in the delivery of my course* (68%)
- The section Organisation and Management (73%), and particularly the question *Any changes in the course or teaching have been communicated effectively* (70%)

- The question *My institution values and responds to my feedback* (62%) (53% last year)

5.2.4 There has been a significant commitment to resolving timetabling issues, and although improvements are ongoing, the start of the 2019/20 term has been much more positive for students. This project will continue to run until room timetabling issues are resolved and the new system is working optimally.

5.2.1 Moodle continues to be a source of dissatisfaction in students' qualitative comments. These generally centre around requests for more information (such as slides being put on in a timely manner) on Moodle; and navigation of Moodle. Some do state that it is a useful and helpful resource, but generally the feeling is that it is 'difficult to navigate', is poorly utilised by some (but not all) course team, and its potential is not being realised at present.

A sample of qualitative comments relating to Moodle:

moodle is a great resource

I have found moodle a little hard to navigate - sometimes seems overcomplicated.

moodle is counter intuitive to use and I can never find what I need or want.

moodle is not intuitive to navigate, so finding resources and information is not always easy or clear

moodle can be very confusing and a lot of follow up has been needed to make sure all information is clear. Again previous experience at UCL was much better.

moodle is not used appropriately. The material is not placed under appropriate labels but just on the front page.

Tutor use of moodle variable - none seem to use it much and some not at all.

My tutor never seems to know where anything is on moodle! My supervisors have no need of it.

moodle resources are fantastic once located. The separate tutorials on different topics are very helpful

5.2.1.1 A possibility for improving user experience is the introduction of a Moodle app, which Technology Enhanced Learning (TEL) have been exploring for the last year. In addition, a simpler template for the Course Pages is being proposed and will be considered over the coming months. User engagement continues to be a key activity for TEL, to encourage and motivate course teams to develop Moodle into a true 'learning environment' rather than an information repository and assignment delivery platform. A report from TEL, which will be presented to Academic Governance and Quality Assurance Committee and Learning and Teaching Committee in December, will address these issues in more detail.

5.2.2 Although the scores for Organisation and Management are not below the sector average, which is some achievement given the resources of the bigger Universities that the Trust is competing with, the qualitative comments reveal an underlying frustration and irritation with these systems and processes, particularly in relation to communication, which could lead to unnecessary stress and anxiety for students. This is supported by comments from students at Dean's Student Fora that took place in 2018/19.

Qualitative comments on Organisation and Management:

Communication and resources is still limited in comparison to other training institutions.

there seemed to some inefficiency in communication between admin staff and lecturers.

Despite the efforts of some excellent individuals, administration and organisation is very poor. It is rare to receive an answer to an email or phone call.

Emails about changes are sometimes sent very late, and I don't look at my emails constantly

I think that there could be more information provided in terms of knowing what to expect re. workload and how this is distributed across the academic year.

I think communication could be better, it can be hard to communicate with the Tavistock directly when required.

5.2.3 Below the comments are paraphrased and condensed down into a few common themes, which are:

- The administrative staff being too busy with other work pressures to attend to needs effectively (reoccurring terms such as 'short-staffed' 'helpful but too busy' 'unresponsive' appear).
- Differing sources of information (particularly around assessment and timetables given verbally and on Moodle and other printed materials).
- Communication between course teams
- Working full-time meaning they have limited time to find out the information which is often difficult to access/find

5.2.4 There are also a significant number of positive comments relating to administration and course organisation which must not be overlooked. Two course administrators are named as being particularly excellent in their support and administration of their students, and the same can be said of the comments around organisation and management by course leads.

Example of a positive comment relating to organisation and management and use of Moodle:

The course is well organised and Moodle is used effectively, with lecture materials and reading lists being available in advance of taught sessions (M4)

The course rep meetings are a good forum for discussing issues and the management seem to take on board what is said and respond appropriately. There have been some staff replacements in admin but the impact of this was minimal in my opinion (M34)

5.2.5 It is important to identify courses that perform particularly well in the area of Organisation and Management to learn what good practice might be identified and put in place across all courses. Notably, the following courses who have at least 10 respondents all have high scores for organisation and management:

- D24 (89%) – Psychological Therapies Portfolio;
- EC1 (92%) – Psychoanalytic Applied Portfolio;
- M10 (85%) – Systemic Portfolio;
- M80 (82%) – Psychoanalytic Clinical and Forensic Portfolio;
- D12 (88%) – Psychoanalytic Applied Portfolio; and
- D59C (84%) – Psychoanalytic Clinical and Forensic Portfolio.

5.2.6 Although there are still improvements to make in terms of student engagement, and students feeling that their feedback is being listened to and addressed, there has been significant improvement on the previous year. The introduction of a mid-year ‘flash’ survey, which will enable the Trust to make quick improvements mid-year; additional Dean’s Student Fora; and additional information and support for Student Reps will hopefully continue to improve satisfaction in this area.

Recommendation 2: Identify areas of good practice to implement across the Trust as part of the Learning and Teaching Student Experience workstream and the communications project.

5.3 Student Support and Wellbeing

5.3.1 The following sections and questions all relate to the provision of support to students on their courses:

- Student Support & Wellbeing: 62% (This is broken down into Student Wellbeing: 75%; English Language support: 40% ; and Disabled student support: 48%).
- Masters Dissertation: 72% (In particular, dissertation support: 60%)
- Advice and guidance for placements (65%)
- Support on placements (73% (64% last year))
- I am encouraged to discuss my future career development/options (59%)

5.3.2 The Student Support section was expanded in this survey to include questions around Student Wellbeing, in response to the *NHS Staff and Learners’ Mental Wellbeing Commission Report* (Pearson et al., 2018). The Trust achieved 75% for the wellbeing section of the survey. This is on the threshold in relation to the 75% benchmark for all sections of the survey. This deserves further exploration over the coming year and is

likely to be positively affected by improvements in communication and student support.

5.3.3 It is interesting to note that the library support achieves significantly higher satisfaction than the rest of the support provided within DET, and worthy of further exploration:

- The Tavistock and Portman's library staff are knowledgeable and supportive (93%)
- The information skills training has helped me to locate relevant resources for my studies (82%)

5.3.4 In relation to disability support, a significant body of work has been carried out over the last academic year, including re-writing the Policy and Procedure, Standard Operating Procedures and accompanying guidance for disabled students. This has helped to clarify the processes, and will hopefully lead to higher satisfaction in this area as it beds in over the course of the year. The results of the survey in the 2019/20 academic year will be crucial in perceiving initial success in this area.

5.3.5 The qualitative comments from students largely overlap with the communication and organisation comments from students. Mostly, that it is difficult to find and access information, and that administrative and course teams can be hard to reach. Several students mention the academic hub being not fit for purpose because the staff are unable to help and/or that it is not open at times that they can come.

Sample of qualitative comments in relation to student support:

Sometimes I am not clear what I can discuss with my tutor. The role of the personal tutor on D10 course could be better described, as some students do not authorize themselves to discuss things beyond essays

Overall it has been positive

I had excellent support and advice in regard to my development personally and educational needs

Academic writing skills seminars and library tutorials were helpful in preparation for the course. During induction, some information was unavailable which would have helped ease anxieties (e.g. placements; assignment dates / numbers ; availability of handbook;

access to UoE emails to register for council tax exemption, travelcards etc.)

I think the student support mechanisms are not clearly signposted or identified for students and this could be improved

- 5.3.6 In relation to placements advice and guidance (65%), there is a Placements Project underway to create a consistent understanding of placement requirements across long courses within DET and to improve the support, communication and data across the piece.
- 5.3.7 Student wellbeing and support is a crucial area of the student experience, which increasingly gains more interest and attention across the sector. Support encompasses many areas of the student experience, including study skills, emotional support, support for vulnerable groups such as international students, those who are second-language-English speakers, LGBTQI and BAME communities, and supporting students who are going through disciplinary procedures such as fitness to practice or academic misconduct. Most Universities have both a Students' Union and a dedicated team of staff who provide support for students across these areas. Support for students who are going through difficulties should be easy to find and access.

Recommendation 3: Find areas of good practice (such as the library) to look at ways of incorporating this into the rest of the Trust.

Recommendation 4: Set up groups (akin to BAME and LGBTQ+ groups) for Disabled students, those on placements, and international students. Ensure that the skills training in the library is highlighted to those who are second-language-English speakers and those who are coming into HE for the first time.

5.4 Other areas for consideration

5.4.1 The following questions also attracted lower than average scores on the survey:

5.4.2 *I have progressed in my career as a result of attending training here (59%)*

5.4.2.1 This question is somewhat premature, given that the students have not completed the course yet. The national benchmark for this is found in the DLHE (Destination of Leavers of Higher Education) which tracks Undergraduate students 5 years after they graduate. Of course, the Trust's courses are not typical of the sector in terms of career progression; nor are they undergraduate. However, the issue still stands that if the students have

not yet finished the course, it is unlikely to have had a significant impact on their progression in their career.

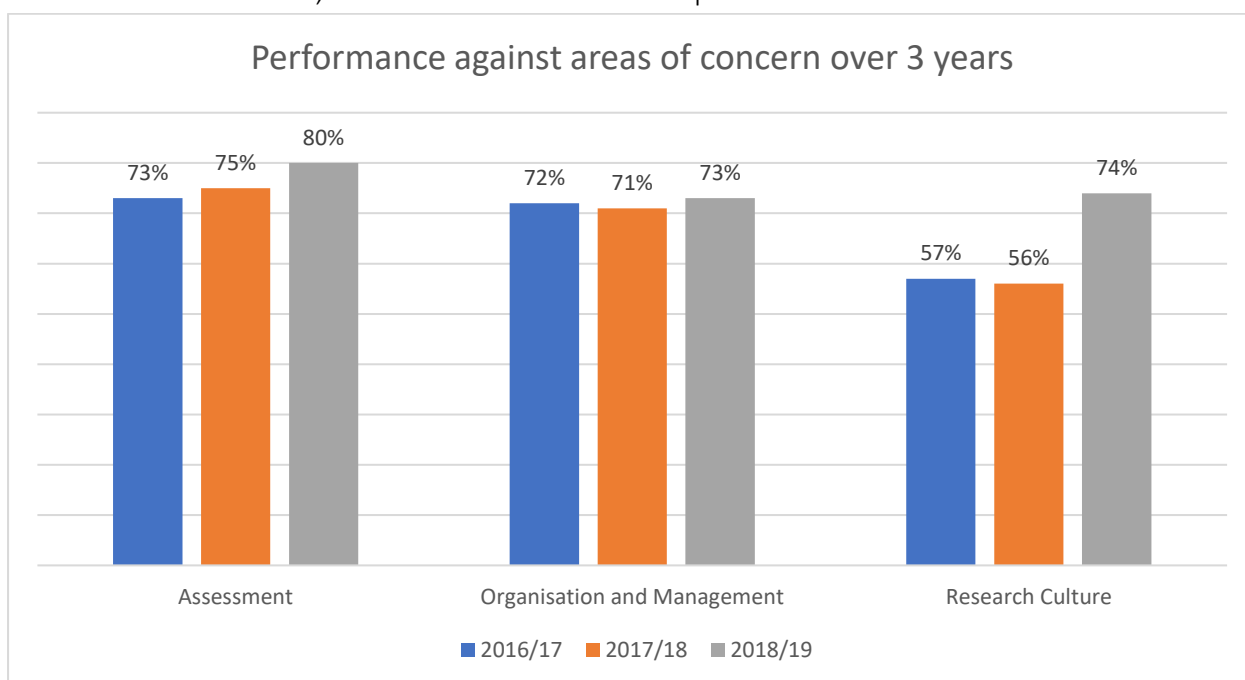
Recommendation 5: Review or remove the question in the 2019/20 survey.

5.4.3 *I have opportunities to become involved in the wider research community, beyond my course* (51%). This forms a question in the Professional Doctorate part of the survey. It formed an area that was identified for action in the previous (2017/18) survey. Although it is a low score, it also represents significant improvement on the previous year where the same question achieved 40% satisfaction. There has been a working group in the Learning and Teaching Committee looking at this area, and this working group is continuing over the current academic (2019/20) academic year.

Recommendation 6: The Learning and Teaching Working Group for Research should continue their work on improving the research culture for doctoral students at the Trust (across all sites of delivery).

5.5 The 2017/18 Survey

5.5.1 The areas which presented the lowest satisfaction from students in last year’s survey were assessment feedback, operational aspects of course delivery and communications, and the research culture on professional doctorate courses.



- 5.5.2 There is an upward trend of satisfaction on Assessment. Organisation and Management which, considering the room timetabling issues faced, has remained stable at 73%. These generally fall slightly below satisfaction on other sections on this survey, which achieve between 75% and 85%. However, Assessment compares favourably with the national benchmark from the 2018 PTES survey who publish a satisfaction score of 74% for Assessment; and Organisation and Management is comparable at 73% on the PTES survey.
- 5.5.3 Research culture has shown a significantly bigger increase in student satisfaction, although this overall score hides a variability in individual answers of between 51% (*I have opportunities to become involved in the wider research community*) and 89% (*My department provides a good seminar programme*). This compares to a national benchmark from the 2018 PRES survey of 63% for Research Culture.

6 Performance by Course

6.1 Introduction

- 6.1.1 Course Teams have been provided with their individual survey results as part of the Annual Review of Courses (ARC), where they report on their course performance. The ARC reports are based on feedback from various sources (including the student survey, external examiner comments and course committees) and create an action plan for the year. These are reviewed by the Portfolio manager and presented at the Quality Review meeting of the ARCs. The Quality Review panel members will be looking to ensure that all survey results that are lower than the Trust average have been addressed and considered by the course team.
- 6.1.2 Students have the opportunity to feed into the Annual Review of Courses process through the Course Committees, where the draft reports are presented.
- 6.1.3 Below is a summary by course of performance against each section of the survey, presented as 'heat maps' which provide a quick visual representation of the range of results. The heat maps from the previous year are included for comparison.

6.2 Postgraduate Taught

- 6.2.1 The number of responses on some of the smaller courses inhibits a fair analysis of the results.
- 6.2.2 Four of the courses achieve a 100% satisfaction, and all except one achieve a result of 79% or above overall satisfaction.
- 6.2.3 The AFT re-accreditation of D4F required in-year changes to the course which may have impacted on the satisfaction on this course. The Annual Review of Courses report will provide more detail about the issues which may have a bearing on these results.

2018/19

Figure 10: Heat map of 2018/19 Level 6&7 (Postgraduate Taught) Tavistock-based courses by section

	D24	D24A	D4F	D4I	M6	D10	EC1	M7	M9	M16	M34	D58	Tavi (all)	PGT Lvl 6+7
n of respondents	16	5	23	15	34	37	30	70	2	15	31	52	752	484
Response rate (%)	53	56	66	83	68	63	91	68	100	63	74	85	65	72
EQUALITY, DIVERSITY & INCLUSION (%)	86	96	78	88	75	66	91	74	60	74	66	65	76	78
HARRASSMENT & BULLYING (%)	81	53	52	77	62	59	80	40	50	37	68	53	68	66
TIMETABLING & ROOM SCHEDULING	81	100	63	65	38	76	77	52	75	54	55	38	54	58
LEARNING AND TEACHING (%)	100	100	83	91	93	92	96	93	100	87	95	91	95	94
ENGAGEMENT (%)	92	100	76	90	73	63	87	74	75	67	82	74	79	79
ASSESSMENT & FEEDBACK (%)	91	100	60	73	85	72	85	78	NA	56	76	60	80	77
INFORMATION (%)	88	100	64	69	86	82	91	82	100	76	75	73	82	81
EMPLOYABILITY (%)	76	78	69	72	73	66	77	74	60	49	74	59	75	72
LIBRARY RESOURCES (%)	95	100	76	78	93	83	86	95	100	83	98	91	90	89
IT & MOODLE RESOURCES (%)	89	100	41	68	63	53	78	79	100	58	74	63	73	70
STUDENT SUPPORT & WELLBEING (%)	70	88	49	68	41	59	67	64	NA	63	75	58	54	52
MASTERS DISSERTATION (%)	NA	NA	NA	NA	78	39	NA	93	NA	80	66	0	72	71
ORGANISATION & MANAGEMENT (%)	89	95	50	69	61	74	92	69	90	49	70	50	73	72
ETHICS (%)	NA	NA	NA	NA	78	90	NA	100	NA	100	NA	NA	82	89
PLACEMENTS / WORK DISCUSSION SETTINGS (%)	67	100	65	81	73	64	88	85	100	100	68	71	80	75
OBSERVATIONS (%)	87	92	NA	67	NA	93	90	89	83	83	100	83	89	91
Q127. 1. Overall, I am satisfied with the quality of the course (%)	100	100	72	86	80	100	96	89	100	79	83	81	92	90

NB The shaded headings are new or revised sections that cannot be directly compared with the previous year.

2017/18

Figure 11: Heat map of 2017/18 Level 6&7 (Postgraduate Taught) survey results by section

	D24/D24A	D4	M6	D10	EC1	M7	M9	M16	M34	D58	Average of PGT	Overall Average
Learning and teaching	88	81	85	78	86	85	86	74	81	78	82	84
Engagement	81	76	81	70	79	75	82	69	76	73	76	77
Assessment	81	64	81	70	80	75	78	75	79	68	75	75
Assessment feedback	77	68	74	61	79	74	83	78	78	68	74	74
Employability	82	78	82	75	82	81	80	69	79	74	78	80
Resources and services	76	72	81	73	81	74	77	71	80	76	76	76
Equality and student support	78	74	78	73	80	72	80	77	79	71	76	75
Dissertation	NA	NA	74	65	NA	82	94	83	78	76	79	75
Organisation and management	75	59	69	71	78	70	86	66	67	61	70	71
Placements	83	78	76	77	83	80	NA	73	76	83	79	80
Observation modules	81	NA	NA	NA	82	86	83	78	NA	NA	82	81
Overall satisfaction	86	73	81	83	86	84	94	73	83	77	82	83
Number of respondents	46	34	37	50	18	114	8	18	30	68		

6.2 Doctorates

2018/19

Figure 12: Heat map of 2018/19 Level 8 (Doctorate) courses by section

Questions	M5	M4	D10D	M80 (all)	M10	D55	D50_D60	Tavi (all)	Doctorates
n of respondents	2	33	11	85	17	11	7	752	166
Response rate (%)	25	72	73	63	85	69	47	65	65
EQUALITY, DIVERSITY & INCLUSION (%)	90	72	80	71	93	85	82	76	76
HARRASSMENT & BULLYING (%)	50	76	77	77	71	59	93	68	75
TIMETABLING & ROOM SCHEDULING (%)	0	24	55	42	59	62	43	54	42
LEARNING AND TEACHING (%)	90	98	96	98	100	93	97	95	98
ENGAGEMENT (%)	88	78	95	74	90	80	88	79	79
ASSESSMENT & FEEDBACK (%)	50	83	93	84	97	98	96	80	87
INFORMATION (%)	83	74	63	87	87	91	83	82	83
KNOWLEDGE TRANSFER & CAREER DEVELOPMENT (%)	80	91	88	86	80	71	93	75	87
LIBRARY RESOURCES (%)	100	97	89	96	98	97	83	90	95
IT & MOODLE RESOURCES (%)	50	72	56	84	66	85	100	73	78
STUDENT SUPPORT & WELLBEING (%)	90	67	100	90	91	90	100	54	66
MASTERS DISSERTATION (%)	NA	NA	NA	100	NA	NA	NA	72	NA
ORGANISATION & MANAGEMENT (%)	50	64	65	82	85	80	84	73	77
PROFESSIONAL DOCTORATES (%)	100	87	89	79	80	78	97	82	82
PROF DOCS: THESIS, RESEARCH & SUPERVISION (%)	100	86	92	85	100	83	90	85	85
ETHICS (%)	100	66	70	85	50	100	100	82	76
PLACEMENTS / WORK DISCUSSION SETTINGS (%)	100	89	100	89	NA	100	100	80	89
OBSERVATIONS (%)	100	79	NA	100	50	NA	NA	89	78
Q127. 1. Overall, I am satisfied with the quality of the course (%)	100	87	100	94	100	90	100	92	94

2017/18

Figure 13: Heat map of 2017/18 Level 8 (Doctorate) courses by section

	M4/M5	M10	D10D	M80	D55	D50/D60	Average of PGR	Overall Average
Learning and teaching	85	89	82	87	91	90	87	84
Engagement	75	85	68	77	89	87	80	77
Assessment	78	81	71	81	91	0*	80	75
Assessment feedback	70	88	75	78	83	0*	79	74
Employability	86	82	82	86	87	93	86	80
Resources and services	76	81	74	77	89	86	81	76
Equality and student support	79	84	70	76	88	91	81	75
Organisation and management	68	84	60	75	87	85	77	71
Research - general	79	86	71	72	83	84	79	77
Thesis	72	80	73	69	0†	82	75	73
Research supervision	76	97	84	73	0†	91	84	81
Research culture	57	60	59	54	0†	59	58	56
Research skills	80	87	88	75	87	92	85	80
Ethical approval	64	80	67	62	0†	70	69	72
Placements	86	60	0	85	70	0*	60	80
Observation modules	77	NA	NA	NA	68	0*	73	81
Overall satisfaction	84	95	82	84	95	94	89	83
Number of respondents	29	11	11	70	12	7		

* Students on research phase and no longer doing assessments

†Students on taught phase and not yet doing research

6.3 Tavistock Certificate (Non-Validated) Courses

Figure 14: : Heat map of 2018/19 Tavistock Certificate courses by section

	D12	M21	D18	D58	D59C	D59F	D59I	D59L	D65	M1	M14	D10C	Tavi (all)	Tavi Certs
<i>n</i> of responses	31	5	6	6	10	2	18	2	4	15	2	1	752	102
Response rate (%)	63	50	100	100	111	18	62	25	57	52	25	14	65	57
EQUALITY, DIVERSITY & INCLUSION (%)	82	76	56	73	70	60	76	90	60	55	60	60	76	72%
HARRASSMENT & BULLYING (%)	66	80	42	75	60	50	72	75	25	57	100	50	68	64%
TIMETABLING & ROOM SCHEDULING (%)	75	80	83	50	55	100	31	25	88	35	25	0	54	58%
LEARNING AND TEACHING (%)	91	96	93	100	98	100	97	100	100	91	100	100	95	94%
ENGAGEMENT (%)	86	65	95	83	93	63	71	100	100	70	75	75	79	81%
ASSESSMENT & FEEDBACK (%)	89	80	92	63	93	50	85	88	50	51	100	100	80	83%
INFORMATION (%)	95	73	87	72	97	83	82	83	78	64	50	67	82	83%
KNOWLEDGE TRANSFER & CAREER DEVELOPMENT (%)	73	84	61	83	75	70	70	90	70	67	100	80	75	72%
LIBRARY RESOURCES (%)	89	73	100	72	88	100	91	83	67	71	100	0	90	84%
IT & MOODLE RESOURCES (%)	93	60	88	45	94	50	75	50	67	70	100	0	73	78%
STUDENT SUPPORT & WELLBEING (%)	60	80	80	80	78	75	59	100	67	57	25	100	54	49%
ORGANISATION & MANAGEMENT (%)	88	80	81	83	84	50	60	100	93	44	70	40	73	73%
PLACEMENTS / WORK DISCUSSION SETTINGS (%)	81	100	100	69	91	100	82	38	75	81	100	NA	80	80%
OBSERVATIONS (%)	78	NA	NA	NA	NA	NA	90	100	NA	39	100	NA	89	84%
Q127. 1. Overall, I am satisfied with the quality of the course (%)	100	100	100	100	100	100	88	100	100	87	100	100	92	96%

Figure 15: Heat map of 2017/18 Tavistock Certificate courses by section

	D12	M1	D59	Average of non-validated	Overall Average
Learning and teaching	83	89	83	85	84
Engagement	77	81	73	77	77
Assessment	73	60	56	63	75
Assessment feedback	79	67	71	72	74
Employability	76	84	77	79	80
Resources and services	77	78	73	76	76
Equality and student support	75	69	72	72	75
Organisation and management	72	71	65	69	71
Placements	74	83	81	79	80
Observation modules	67	95	76	79	81
Overall satisfaction	84	91	81	85	83
Number of respondents	39	14	41		

6.4 National Centres

Figure 16: Heat map of 2018/19 National Centre courses by section

	Belfast		B'ham	Bristol	Devon	Flrnce	Genoa	Milan	Gl'str	Jersey	Kent	Leeds		
Questions	M7N	M9N	M7B	M7K	M7 D	M7F	M7G	M7M	D24/ A G	D4FJ	D4IK	D58L	M8N	All NC
<i>n of completions</i>	11	8	9	15	4	13	5	8	10	2	2	12	8	109
EQUALITY, DIVERSITY & INCLUSION	89	87	82	73	80	88	72	98	78	100	100	79	71	83
HARRASSMENT & BULLYING	82	69	78	70	63	58	70	88	85	75	75	83	88	76
LEARNING AND TEACHING	98	100	98	99	90	97	72	100	100	100	100	92	93	96
ENGAGEMENT	95	91	97	86	81	88	40	100	73	100	100	85	78	85
ASSESSMENT & FEEDBACK	83	92	87	86	100	80	73	73	78	100	75	67	93	82
INFORMATION	94	92	85	89	83	92	67	83	83	100	100	75	96	87
KNOWLEDGE TRANSFER & CAREER DEVELOPMENT	83	90	77	71	70	75	80	95	61	60	70	86	77	78
LIBRARY RESOURCES	83	87	72	82	92	86	92	81	79	83	100	83	95	84
IT & MOODLE RESOURCES	72	100	83	40	38	50	63	56	61	100	75	68	81	66
STUDENT SUPPORT & WELLBEING	98	87	41	85	50	69	42	75	53	100	75	100	85	71
MASTERS DISSERTATION	100	NA	NA	83	NA	100	NA	75	NA	NA	NA	NA	100	78
ORGANISATION & MANAGEMENT	98	97	87	92	80	66	40	90	71	100	90	76	94	83
PROFESSIONAL DOCTORATES	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	79	79
PROF DOCS: THESIS, RESEARCH & SUPERVISION	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	85	79
ETHICS	100	NA	100	NA	NA	88	100	100	NA	NA	NA	NA	NA	95
PLACEMENTS / WORK DISCUSSION SETTINGS	100	75	100	100	100	88	75	100	71	NA	88	73	90	82
OBSERVATIONS	88	90	96	94	92	100	100	100	71	NA	NA	NA	NA	92
Q127. 1. Overall, I am satisfied with the quality of the course	100	100	100	100	75	90	75	100	89	100	100	100	88	95

Figure 17: Heat map of 2017/18 National Centres by section

	Leeds	Belfast	Birmingham	Bristol	Devon	Liverpool	Manchester	Oxford	Stroud	Sussex	Florence	Genoa	Average of centres	Overall Average
Learning and teaching	87	88	85	96	89	97	93	80	89	78	81	70	86	84
Engagement	80	80	82	84	89	87	84	75	79	73	77	62	79	77
Assessment	82	74	74	85	83	70	70	50	81	60	79	59	72	75
Assessment feedback	83	82	91	67	75	51	88	0	83	67	81	67	70	74
Employability	83	83	81	86	86	79	87	87	83	67	86	72	82	80
Resources and services	73	68	71	70	73	56	64	72	65	59	69	69	67	76
Equality and student support	75	80	66	73	76	63	73	70	78	58	73	58	70	75
Dissertation	85	85	NA	98	NA	NA	NA	90	NA	NA	93	70	87	75
Organisation and management	76	87	73	82	82	59	77	68	73	48	74	52	71	71
Placements	86	NA	80	100	NA	NA	93	NA	85	60	80	50	79	80
Observation modules	80	82	87	87	88	87	NA	100	83	NA	94	80	87	81
Overall satisfaction	87	96	83	90	85	87	92	93	91	60	80	60	84	83
PGR														
Research - general	76													77
Thesis	72													73
Research supervision	85													81
Research culture	56													56
Research skills	81													80
Ethical approval	67													72
Number of respondents	37	14	7	6	4	3	5	3	9	3	11	10		

7 Conclusions and Recommendations

7.1 Conclusions

The Trust has achieved a very good overall satisfaction of 92%. In key areas such as Learning and Teaching and Assessment, the Trust has also performed above the sector average.

At a course level, the Annual Review of Courses is picking up lower performing areas of the survey, so the recommendations in this report are centred around what can be effectively done at an institutional level to improve the student experience.

There is already a large amount of activity and resources centred around the timetabling issues. A project proposal to improve communication has received endorsement by Education and Training Executive Committee, and will be led by the new Operations Director. This should help address some of the issues relating to organisation and management, communication and Moodle.

The two areas that can be usefully considered at an institutional level are issues around student support

7.2 Recommendations

Recommendation 1: Reduce the length of the survey

Recommendation 2: Identify areas of good practice to implement across the Trust as part of the Learning and Teaching Student Experience workstream and the communications project.

Recommendation 3: Find areas of good practice (such as the library) to look at ways of incorporating this into the rest of the Trust.

Recommendation 4: Set up groups (akin to BAME and LGBTQ+ groups) for Disabled students, those on placements, and international students. Ensure that the skills training in the library is highlighted to those who are second-language-English speakers and those who are coming into HE for the first time.

Recommendation 5: Review or remove the question '*I have progressed in my career as a result of attending training here*' in the 2019/20 survey.

Recommendation 6: The Learning and Teaching Working Group for Research should continue their work on improving the research culture for doctoral students at the Trust (across all sites of delivery)